

# WHAT IT MEANS TO BE A FOCUS DISTRICT OR SCHOOL

Details from Regulation **703 KAR 5:225** on FOCUS Districts and Schools

## **I. DEFINITIONS**

- **Focus Schools:**
  - 1) Schools that have a non-duplicated student gap group\* score in the bottom 10 percent of non-duplicated student gap group scores\*\* for all elementary, middle, and high schools;
  - 2) Schools with an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students; or
  - 3) High schools that have a graduation rate that has been less than 60 percent for two consecutive years.
- **Focus Districts:**
  - 1) Districts that have a non-duplicated student gap group\* score in the bottom 10 percent of non-duplicated student gap group scores\*\* for all districts.

## **II. HOW THAT IS CALCULATED (further explanation)**

**Focus Schools identified using the non-duplicated student gap group\* score** method will be determined in the following manner (References #1 in Focus Schools definition above.):

- **The non-duplicated student gap group will be ranked** for all schools in the state. The schools in the lowest 10 percent of the non-duplicated student gap group scores by level will be called Focus Schools.
- Additionally, Title I schools will be added to the list as needed to ensure that the list includes at least 10 percent of the Title I schools.
- Non-duplicated student gap groups by school will have at least 10 students per group in order for the calculation to occur.

**Focus Schools identified using the third standard deviation** method will be determined in the following manner (References #2 in Focus Schools definition above.):

- By level of elementary, middle and high, the state average of proficient and distinguished students in each subject area of reading, mathematics, science, social studies and writing will be computed, and a standard deviation by subject area for all students will be computed;
- There must be at least 25 students in a level in order for the calculation to occur, and an individual student subgroup by level and subject that falls below the third standard deviation cut score will identify the school as a Focus School.

\*Non-Duplicated Counts (definition on Page 6)

\*\*Non-Duplicated Gap Group Performance Reported (definition on Page 6)

### III. WHAT IT LOOKS LIKE IN A DISTRICT REPORT CARD

Percent proficient and distinguished in each of the five subjects x 20% = number of points for each subject (writing and language mechanics together). Then, add the points to get school's gap. For the district, add together the elementary, middle and high schools' figures, then average.

Gap								
Level/Performance Type		Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
Elementary School	NAPD Calculation	35.0	31.9	54.0	43.1	34.5	32.0	
	Points	7.0	6.4	10.8	8.6	5.5	1.3	39.6
<b>Subjects used in gap calculation:</b> <b>Elementary:</b> reading, mathematics, science, social studies and writing <b>Middle:</b> reading, mathematics, science, social studies and writing <b>High:</b> end-of-course tests (English II, Algebra II, Biology and U.S. History) and on-demand writing								

### IV. YEAR ONE OF BEING A FOCUS SCHOOL OR DISTRICT: WHAT IT MEANS

A school or district that is identified as a Focus School or District for the first time **will revise the Comprehensive School Improvement Plan (CSIP) or Comprehensive District Improvement Plan (CDIP) within 90 days of receiving the notice (public release of test scores) from the Commissioner of Education.**

### V. HOW TO EXIT FOCUS SCHOOLS/DISTRICT STATUS (Aligns with II.)

**To exit the Focus status:**

- **Focus SCHOOLS in the non-duplicated student gap group category will:**
  - be above the lowest 10 percent category
  - show improvement
  - meet the annual measureable objective (AMO) for two years in a row
- **Focus SCHOOLS in the Third Standard Deviation category will ensure that the individual subgroup that triggered the school's placement in the category:**
  - rises above the third standard deviation cut score
  - shows improvement
  - meets AMO for two years in a row
- **Focus SCHOOLS in the category due to graduation rate will:**
  - have a graduation rate higher than 70 percent
  - meet AMO for two years in a row
- **Focus DISTRICTS in the non-duplicated student gap group category will be above the lowest 10 percent category and meet AMO for two years.**

## **VI. WHAT HAPPENS IN SUBSEQUENT YEARS**

- A school or district that remains in the Focus School or District category for three consecutive years will revise the CSIP or CDIP as specified in Section 9 (see page 4) of the administrative regulation within 90 days of receiving notice from the Commissioner of Education. The superintendent and the council will review, revise and agree upon the CSIP. CSIPs and CDIPs will be posted to the appropriate school or district website.
- A school or district that remains in the Focus School or District category for four or more consecutive years will revise its CSIP or CDIP as specified in Section 9 (see page 4) and comply with the requirements of the above bullet. In addition, Focus Schools will electronically submit the agreed-upon CSIP to the Kentucky Department of Education (KDE) within 90 days of receiving notice from the Commissioner of Education. The school or district also will engage in the following actions:
  - Participate in a set of improvement strategies outlined by an accreditation process.
  - If directed by the KDE, receive the assignment of a high-achieving partner school or district of similar demographics for mentor activities as directed by the department.
  - Accept ongoing assistance and resources throughout the year as assigned or approved by KDE.

### **KDE will review and approve all submissions required by this regulation.**

- KDE will monitor implementation of CDIPs and CSIPs and provide guidance based upon information gathered from the following:
  - progress reports from the school through the district
  - data reviews
  - on-site observation
  - other information supplied at the option of the district or school
- In addition to the activities undertaken by KDE, school districts will monitor compliance of individual schools within the district.

## **VII. ALL KENTUCKY SCHOOLS/DISTRICTS WRITE CSIPS AND CDIPS CONTAINING THE FOLLOWING COMPONENTS**

### **Section 9. Comprehensive School and District Improvement Plan Process.**

- All schools and districts will annually develop, review and revise a comprehensive school or district improvement plan.
- The structure of school and district comprehensive improvement plans will include:
  - executive summary that includes a vision and a mission
  - needs assessment that includes:
    - a description of the data reviewed and the process used to develop the needs assessment
    - a review of the previous plan and its implementation to inform development of the new plan
    - perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions

- process for development that will include:
    - analysis of data to determine causes and contributing factors
    - prioritization of needs
    - development of goals, objectives, strategies and activities based on the needs assessment and root cause analysis that includes targets or measures of success, timelines, persons responsible, a budget that includes resources needed and source of funding, and a process for meaningful stakeholder communications and input
  - a set of assurances, approved by and on file with the local board of education, with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and regulations included in those assurances
  - a process for annual review and revision by the school or district
- Continuous improvement and capacity building will drive the development of the plan.
  - Other required components in the process include:
    - a standards-based process for measuring organizational effectiveness that includes purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement
    - a data driven self-evaluation based on the standards, including a means to gather meaningful stakeholder input
    - a written improvement plan based on the issues identified in the self-evaluation
    - a set of assurances that includes a determination of compliance with each assurance and the ability to upload any supporting documentation needed
    - electronic submission of all elements of the plan
    - monitoring implementation of the plan through implementation and impact checks
    - evaluation of the effectiveness based on the strategies and activities in the plan

## **VIII. ADDITIONAL ITEMS FOR A FOCUS SCHOOL OR DISTRICT**

### **Section 9. Comprehensive School and District Improvement Plan Process.**

- **CSIPs and CDIPs for Focus Schools and Districts also must address** the following:
  - curriculum alignment for schools within the district and within individual school(s), ensuring the instructional program is research-based, rigorous, aligned with the Kentucky Core Academic Standards as described in 704 KAR 3:303 and based on student needs
  - provision of time for collaboration on the use of data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work
  - activities to target the underperforming areas of achievement, gap, growth, college and career readiness, or graduation rate
  - activities to target demonstrators of weakness in Program Reviews
  - activities to target areas of need identified in teacher and leader effectiveness measures
  - school safety, discipline strategies and other nonacademic factors that impact student achievement, such as students' social, emotional and health needs
  - design of the school day, week or year to include additional time for student learning and teacher collaboration

- specific strategies to address gaps in achievement and graduation rates between the highest-achieving student performance group and the lowest-achieving student performance group
- Focus Districts will use a variety of relevant sources that include perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions (TELL data is available) to inform the needs assessment required by the CDIP. Districts containing Focus Schools will assist those schools in using these data to inform the needs assessment required by the CSIP.
- The Commissioner's Raising Achievement/Closing Gaps Council and the Commissioner's Parents Advisory Council will provide guidance to Focus Schools and Districts as they conduct their needs assessments and revise their CSIPs and CDIPs.
- The CDIPs for districts with Focus Schools will include the support to be provided to Priority and Focus Schools by the district. The Focus Schools' CSIPs will include the support that will be provided by the district to the schools.
- The CDIP for Focus Districts will be posted to the districts' websites, and the CSIPs for Focus Schools will be posted to the appropriate schools' websites.

For support, go to

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

For more information or answers to questions, contact [csipdsip@education.ky.gov](mailto:csipdsip@education.ky.gov).

## **ADDITIONAL INFORMATION: Calculation of the Gap**

From the Unbridled Learning Accountability Model White Paper (6/26/12)

**\*Non-Duplicated Counts:** To calculate the combined student Gap Group, non-duplicated counts of students who score proficient or higher and are in the student groups would be summed. This will yield a single gap number of proficient or higher students in the student Gap Group, with no student counting more than one time and all students in included groups being counted once. The following is an example of how non-duplicated counts work:

- Student 1: Donatello- African/American, free/reduced-price meals (scored proficient)
- Student 2: Ricky- White, free/reduced-price meals, student with disabilities
- Student 3: Enrique- Limited English proficient, free/reduced-price meals
- Student 4: Michelle- Free/reduced-price meals (scored proficient)
- Student 5: Marco- Limited English proficient, free/reduced-price meals and student with disabilities

If the five students above were counted in each of the student groups to which they belong, there would be three proficient students and eight not-proficient students in the calculation. With the exception of Student 4 (Michelle), this is a double or triple counting of each individual student. This counting method would yield 27 percent proficient. A non-duplicated count would show five total students, with two (Donatello and Michelle) as proficient or higher, and yield 40 percent proficient.

**\*\*Non-Duplicated Gap Group Performance Reported:** The percent of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually. The “N” count (number of students reported) is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.

While all individual groups will be disaggregated and reported, the gap category of the accountability model will include only the percent of students in the combined non-duplicated gap group scoring at proficient and distinguished levels. The subgroups include African-American, Hispanic, American Indian, Students with Disabilities, Students Eligible for Free/Reduced-Price Meals and Limited English Proficient Students.